

111TH CONGRESS
1ST SESSION

H. R. 2011

To authorize the Secretary of Education to establish a competitive demonstration grant program to provide funds for local educational agencies in order to increase the effectiveness of substitute teaching, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

APRIL 21, 2009

Mr. PAYNE introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To authorize the Secretary of Education to establish a competitive demonstration grant program to provide funds for local educational agencies in order to increase the effectiveness of substitute teaching, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Substitute Teaching
5 Improvement Act”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds the following:

1 (1) As much as one full year of a child's ele-
2 mentary and secondary education is taught by sub-
3 stitute teachers.

4 (2) Less than one in four school districts pro-
5 vide training for substitute teachers.

6 (3) No training is given to substitute teachers
7 in 77 percent of school districts in the United
8 States.

9 (4) Over half (56 percent) of school districts
10 never have a face-to-face interview with substitute
11 teaching candidates.

12 (5) Poorly trained substitute teachers have a
13 negative impact on student academic performance
14 and achievement.

15 (6) Schools with high concentrations of dis-
16 advantaged populations are more likely to be taught
17 by less qualified permanent teachers and under-pre-
18 pared substitute teachers.

19 (7) Nine out of the ten lowest-ranked States in
20 National Assessment of Educational Progress
21 (NAEP) testing allowed substitute teachers with
22 only a high school diploma to teach in their schools.

23 (8) In fact, in 28 States, principals may hire
24 anyone with a high school diploma or a general

1 equivalency diploma (GED) who is age 18 years of
2 age or older.

3 (9) Schools with lower academic achievement
4 are twice as likely to allow less qualified substitutes
5 in the classroom.

6 (10) On any given day in the United States,
7 more than 270,000 classes are taught by substitute
8 teachers.

9 (11) Formal training of substitute teachers has
10 been shown to improve the quality of education,
11 lower school district liability, reduce the number of
12 student and faculty complaints, and increase reten-
13 tion rates of substitute teachers.

14 **SEC. 3. ESTABLISHING A PROGRAM TO INCREASE THE EF-**
15 **ECTIVENESS OF SUBSTITUTE TEACHING.**

16 (a) IN GENERAL.—The Secretary of Education is au-
17 thorized to make competitive demonstration grants to eli-
18 gible local educational agencies for the purposes of—

19 (1) increasing the effectiveness of substitute
20 teaching through a comprehensive training program
21 for substitute teachers, principals, permanent class-
22 room teachers, and district managers of substitute
23 teachers; and

24 (2) evaluating the effectiveness of the program.

1 (b) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—In
2 this Act, the term “eligible local educational agency”
3 means—

- 4 (1) a high-need local educational agency; or
5 (2) a partnership of a high-need local edu-
6 cational agency and an institution of higher edu-
7 cation, or non-profit education organization.

8 **SEC. 4. USE OF FUNDS.**

9 A local educational agency that receives a grant
10 under section 3 shall use the funds made available through
11 the grant—

- 12 (1) to train substitute teachers in—
13 (A) classroom management;
14 (B) effective teaching strategies that ad-
15 dress a variety of student learning needs and
16 styles;
17 (C) teacher professionalism; and
18 (D) educational laws and issues;
19 (2) to train principals and permanent teachers
20 in effectively integrating substitute teachers in
21 school operations, such as—
22 (A) best practices in recruiting and retain-
23 ing substitutes;
24 (B) best practices in preparing students
25 for substitutes;

1 (C) proper planning and follow-up for sub-
2 stitutes; and

3 (D) use of permanent substitutes;

4 (3) to develop a resource kit for substitute
5 teachers that contains—

6 (A) short whole-class critical thinking ac-
7 tivities;

8 (B) independent student activities; and

9 (C) teacher-directed activities and lessons
10 organized by subject matter; and

11 (4) to collect data on substitute teachers and
12 the practices for managing substitute teachers in
13 participating districts, including information on
14 the—

15 (A) demand for substitute teachers;

16 (B) qualifications of substitute teachers;

17 (C) number and percentage of substitute
18 teachers that receive some form of training
19 prior to entering the classroom; and

20 (D) number of complaints registered
21 against substitute teachers.

22 **SEC. 5. RESEARCH AND REPORTS.**

23 (a) STUDY ON SUBSTITUTE TEACHING.—Not later
24 than 120 days after the date of the enactment of this Act,
25 the Secretary of Education shall commission a national

1 independent evaluation of the prevalence of substitute
2 teaching and current State and local efforts to improve
3 the effectiveness of substitute teaching and their impact
4 on student achievement. The Secretary shall report the
5 findings of the evaluation to the Congress not later than
6 two years after the date on which the study is commis-
7 sioned.

8 (b) IMPACT OF FUNDED PROGRAMS.—Not later than
9 1 year after the date on which the last demonstration
10 grant made under section 3 expires, the Secretary of Edu-
11 cation shall submit a report to the Congress describing
12 the impact on student achievement of programs funded
13 under this Act.

14 **SEC. 6. AUTHORIZATION OF APPROPRIATIONS.**

15 There are authorized to be appropriated to carry out
16 this Act \$5,000,000 for fiscal year 2010 and such sums
17 as may be necessary for fiscal years 2011 through 2014.

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